

St Luke Academies Trust



Behaviour Principles



Adopted:

Review Date:



Our Vision

The vision of St Luke Academies Trust is to develop each of its schools as welcoming and inclusive communities, where faith is nurtured, excellence in learning is achieved and pupils are inspired to serve others, following the example of Jesus.

We aspire to follow the Church's mission; to make Christ known to all people, placing Christ and the teaching of the Catholic Church at the centre of people's lives.

The expectation of the Trust Board is that the work of all members of St Luke Academies Trust is based on trust, collaboration and respect, with all members and their contributions equally valued.

1. Introduction

- 1.1. St Luke Multi Academies Trust recognises the importance of good behaviour in creating a positive teaching and learning environment for both staff and pupils. This policy sets the framework for all schools in the Trust to promote good behaviour.
- 1.2. Each school is required to publish its own school behaviour policy, including school rules, in line with this framework as well as taking full account of current law and guidance on behaviour matters.
- 1.3. The purpose of this statement is to provide guidance for the Headteacher and Local Governing Body in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of the Multi School Trust, governors, staff and parents.

2. Aims of the Behaviour Principles

2.1. The aims of the Trust in outlining Behaviour Principles are:

- to create an environment in schools that encourages and reinforces good behaviour in line with our mission statement and with our Catholic values;
- to promote self-esteem, self-discipline and positive relationships;
- to encourage consistency of response to both positive and negative behaviour;
- to comply with statutory guidance in relation to behaviour policy;
- to ensure that the Trust's expectations and strategies are widely known and understood;

2.2. The adults encountered by the pupils in schools have an important responsibility to model high standards of behaviour, both in their dealings with pupils and with each other, as their example has an important influence. As adults within St Luke Academies Trust we should:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, sexual orientation, ability and disability;
- show appreciation of the efforts and contribution of all.

3. APPROACH TO BEHAVIOUR

3.1. St Luke Academies Trust expects that each school within the Trust will:

- establish a caring ethos where the quality of relationships is positive;

- involve all of the school community in making and celebrating its rules;
- ensure that everyone knows and practises the school's core values;
- regularly use a variety of strategies to promote high standards of behaviour and ensure pupils complete assigned work;
- use praise to promote self-esteem, good behaviour, self-discipline and respect.
- ensure that all staff are conscious of the example they set;
- in disciplining pupils, focus on the pupil's behaviour and not the pupil him/herself;
- seek guidance from outside agencies when extra support is needed;
- support all staff to take ownership of behaviour issues;
- provide opportunities for children to make independent choices and become increasingly responsible for their own actions.

3.2. It is important that each school provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents.

4. SCHOOL BEHAVIOUR POLICIES

4.1. A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should be clear of the high standards of behaviour expected of all pupils at all times.

4.2. In drawing up a school behaviour policy the Headteacher and governors should consider current legislation and guidance from the DfE. In particular, 'Behaviour and discipline in schools – Advice for headteachers and school staff' (Jan 2016)

4.3. Each school must also ensure that an effective anti-bullying strategy is drawn up and implemented.

4.4. The school's behaviour policy must be publicised in writing to staff, parents and pupils every year and it should be included on the school website.

4.5. The school's behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

4.6. Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy.

4.7. The school's behaviour policy should acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

5. SCHOOL HOME-SCHOOL AGREEMENT

5.1. Schools no longer have a statutory duty to put in place home-school agreements. Home-school relations are important, but schools can determine how best to foster these

relationships. If schools choose, they can put in place voluntary home-school agreements.

6. PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES – TEACHERS' POWERS

- 6.1. Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”. When dealing with the issue of the power to discipline beyond the school gate, staff and governors should ensure the policy is in line with current guidance from the Department of Education.
- 6.2. The school behaviour policy should set out what the school will do in response to non-criminal poor behaviour and bullying which occurs off the school premises and which is witnessed by a member of staff or reported to the school, including the punishments which will be imposed on pupils.

7. CONFISCATION OF INAPPROPRIATE ITEMS

- 7.1. There are circumstances when school staff are able to confiscate items from pupils. When dealing with the issue of searching of pupils, schools should ensure policies are in line with current guidance from the Department of Education in respect teacher’s powers to search pupils.
- 7.2. Clear advice and guidance should be provided to help members of staff to better understand the extent of their powers and how to use them.

8. POWER TO USE REASONABLE FORCE

- 8.1. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. When dealing with the issue of the use of reasonable force, schools should ensure policies are in line with current guidance from the Department of Education.
- 8.2. It is good practice to set out in the school behaviour policy the circumstances in which force might be used. By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the academy will reduce the likelihood of complaints being made when force has been used properly.
- 8.3. Any policy on the use of reasonable force should acknowledge the school’s legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- 8.4. In developing the school’s approach to the use of reasonable force, schools should address the need for staff training and procedures for informing parents when force has been used on their child.

9. SECLUSION / ISOLATION ROOMS

- 9.1. Schools can adopt a policy which allows disruptive pupils to be placed in an area away from

other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.

10. MONITORING AND EVALUATION

- 10.1. Rewards and all sanctions that warrant more than an informal verbal warning should be recorded and monitored to provide the school with regular information on how effectively the behaviour policy is working.
- 10.2. It is recommended that each school monitor behaviour records to ensure that rewards and sanctions are distributed fairly.